DOCUMENT RESUME

ED 121 287 IR 003 264

AUTHOR Dunyon, Eileen R.
TITLE A Curriculum Based Media Program Describing Media Techniques Developed at Oakdale School in Jordan School District.
INSTITUTION Jordan School District, Sandy, Utah.
PUB DATE 76
NOTE 54p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Elementary Education; Elementary School Libraries; Guides; *Instructional Materials Centers; Instructional Media; Library Acquisition; Library Facilities; Library Instruction; Library Programs; Library Services; Library Technical Processes; Public Relations; *School Libraries; Secondary Education; Student Volunteers
IDENTIFIERS *Media Centers; Oakdale School

ABSTRACT

Guidelines are provided for a curriculum-based school media program. A discussion of media center philosophy and the means of activating it is followed by the description of a three-phase program. Directions for phase 1 focus on physical arrangements and operating procedures for display, circulation, the card catalog, study areas, reference, periodicals, production, equipment, and professional materials. Technical processing of nonbook material is also described. Guidelines for a student media center aides program are outlined for phase 2 of the program, and procedures and instructions are provided for a media fair. Suggestions for media center interaction with students and teachers are given as phase 3. Library skill needs of children are also listed. The program is aimed primarily at the elementary school, but adaptations for high schools are included. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

A CURRICULUM BASED MEDIA PROGRAM

describing

MEDIA TECHNIQUES DEVELOPED AT OAKDALE SCHOOL IN

JORDAN SCHOOL DISTRICT

by

Eileen R. Dunyon

1976

Summary: Program outlines methods and procedures used in establishing a three phased media-curriculum-based program. Phase I, Establishing the physical plant of the Media Center. Phase II, Setting up a program of student aides which familiarizes both student body and faculty with the Media Center, orients all patrons to the center and activates the philosophy. Phase III, defines the interaction between Learning Centers and Media Center to bond the relationship of curriculum and media.

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A CURRICULUM BASED MEDIA PROGRAM

A short ten years ago, "audio-visual" materials consisted of maps, posters, filmstrips and an occasional film on a science-based subject, or a classic literature presentation. By contrast in 1976, schools, both elementary and secondary, have participated in a media revolution. Today a wide variety of media materials are available to support both direct curriculum needs and the growing crop of individualized programs, mini-courses, electives, and open-ended inquiries that are limited only by the imagination of the students and the daring of the educators.

In order to achieve this completely changed focus in the relationship of media and curriculum it is necessary for the media specialist in each school to establish a three phased, media-curriculum-based program. These three phases are (1) Purchasing equipment and soft-ware and establishing the physical plant of the media center. (2) Setting up a program of student aides which familiarizes both student body and faculty with the media center and activates the philosophy. (3) Interaction with faculty members and students to bond the working relationship of curriculum and media. This program evolves concurrently when the philosophy of the media center is written, exposed to all who will use the media center, evaluated, accepted and processed by all concerned. Basically, a successful philosophy is:

ACTIVATE THE MEDIA CENTER PHILOSOPHY BY:

1. Meeting regularly with teachers of each grade level, curriculum subject or department. Be an active member of their planning sessions and make positive suggestions which will not only inform them of media available for use, but also motivate them with suggestions and helps for a variety of methods and techniques for using the available materials.

3. Forming a casual relationship with each grade level or department which includes daily contact with each of them, in their own areas, where follow-up helps are given.

4. Providing constant service. This is an interchange of media and curriculum information which includes creative imagination, understanding, knowledge, approachability, and adaptability. This applies to both faculty and students.

5. Seek cooperation in the purchase of all media materials. Take catalogs to faculty members. Call their attention to specific items. Have them make selections for purchase. Arrange displays of materials supplied by local distributors. Keep files of student and faculty requests for specific print or non-print items. Remember that everything used in the school is media. Develop an interest in every curriculum subject and an expertise in materials to recommend for purchase. Personally acquaint teachers individually with books, pamphlets, magazine articles, filmstrips, records, tapes, etc. which you think they would enjoy or appreciate knowing.

6. Provide continual information and display of the arrival of new materials and equipment. With non-print materials, this needs to include a demonstration of the item and instruction in its use and care.

7. Train teachers, aides, students and others as necessary in the production of transparencies, duplication of materials, care of equipment, preparation of bulletin boards, lettering, graphics, etc.

8. Motivate both faculty and students for materials use by book talks, displays, media fairs, equipment demonstrations, cautions, guidelines, etc.

9. Be alert and continually aware of what is being taught in each center. Consider yourself a member of each teaching team.

[illegible]

[illegible]

At the beginning of the school year the Media Specialist meets with the entire faculty and reviews guidelines which have been eventually established for media center use. The faculty discuss these, questions are answered and misunderstandings clarified. Each faculty member is given a copy of the guidelines and definite appointments are made for the Media Specialist to meet with each grade level and present the program to the student body.

The Media Center is open for complete use on the first day of school. The faculty have checked out all materials they need for the opening day. However use restrictions in order: Students may begin using the Center after the Media Specialist has met with each of their learning centers on grade level and specifically mentioned the student body. This orientation can be done in one or two days. The following guidelines are used in this orientation.

[illegible]

1. The IMC (Instructional Media Center) is available for use whenever the building is open. Please feel free to come whenever you have a need. Everything here is yours to use.
2. Each teacher has been assigned a number. Your name has number has the number you will use.
3. To check out anything (equipment or soft ware) that has a carton and card attached to it, write the abbreviation of the content month in the first column of the card. Write your name and the first letter of your last name. In the last column write the number assigned to your home base teacher.

[illegible]

[illegible]

[illegible]

[illegible]

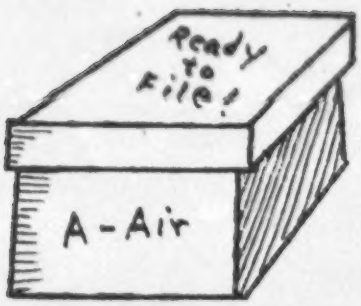
Fines are charged only for the replacement of lost materials. This includes the Date Due cards which are placed in the books when they are checked out. The student pays five cents for the card he loses. This is as near as possible to the actual replacement cost of the printed card.

At a time of the day that is most convenient for all concerned, it need not be after school (since the media center never closes), the circulation is picked up from each of the learning center boxes. The cards are arranged in order by the call number in the upper left hand corner. This is the first three letters of the author's last name, except for biographies, in which case it is the first three letters of the biographee's sur-name.

The cards, which are now alphabetical, are placed in circulation trays behind the day they are due. Seven circulation boxes with date cards (1 - 31) need to be provided as the circulation is kept separate by grade level or learning center. In the case of non-graded schools, it would be divided by levels one to thirteen and two levels could be combined in each tray.

By keeping the circulation divided by levels, retrieval of materials is simplified. Student aids need look through only one-seventh of the circulation to find a specific item. Teachers know which of their students are using media center materials. In case of student transfer, parents can be informed of materials their children have signed out. It is easy to tell which grade levels are using the media center materials regularly and to encourage those who need to be aware of media materials, possibilities and services.

However, to keep this functioning smoothly, it is essential that each learning center have a specified separate place to return their materials. Thus materials being returned are separated the same way as are all of the cards that are filed in any one circulation tray.



CARD CATALOG AREA AND PROCEDURES

The card catalog is the key to all resources in the media center. Most catalogs come in sections of fifteen drawers. A minimum size catalog for an elementary media center is thirty drawers, or two sections. It is wise to choose two sections and two bases so that the drawers are not stacked, but are the correct height for student use.

All materials belonging to the media center are filed alphabetically in the catalog. This includes filmstrips, films, maps, globes, charts, pictures, cassette tapes, pamphlets, books, records, multi-media kits, periodicals, etc. These materials are cataloged on color-banded cards following the guide, "Cataloging and Inventorying Instructional Materials in Utah Schools," 4th. Edition, published by the Utah State Board of Education.

Regularly scheduled instruction in the use of the card catalog begins with children in learning center three. However, individual children, or small groups of children in first and second grade will need specific help whenever they demonstrate a need and ability to use the catalog.

It is essential to provide enough space around the catalog for convenient use. Small tables on which drawers can be placed while students are doing research are essential. Charts, diagrams, or posters explaining the arrangement of card in the catalog are helpful.

LARGE GROUP STUDY AREA AND PROCEDURES

Every media center needs an open area large enough to accomodate at least one-hundred students. In schools where the classrooms or learning centers open directly into the center, these areas serve this purpose. In newer schools the kiva, or sunken amphitheater, provides a place for total group study or viewing. In older schools an additional, unassigned classroom will meet this need.

But the media coordinator can help to solve this need for space if stacks, or portable book shelves, are purposefully arranged to provide open areas in the center itself. Book shelves can be grouped to form divided areas which are conducive to group study. Often a responsibility group will sit on the floor in an open area for study and instruction.

The arrangement of furniture in the media center is more than a storage place for materials. It must also provide study centers, conversation centers, relaxing centers, viewing centers, listening centers, and a feeling of orderly arrangement, not confusion.

SMALL GROUP AND INDIVIDUAL STUDY AREAS AND PROCEDURES: REFERENCE

Reference materials for sources of basic information such as encyclopedias, dictionaries, atlases, almanacs, indexes, etc. are arranged in one section of the media center which includes enough tables, chairs and carrels for individual or committee study. Ideally, those materials are used in this section and are returned to their places when the student is finished with them.

However, each volume is prepared with a pocket and circulation card. If a reader takes the volume to another place in the school or to the media center, or to his own learning center or class room, he needs to sign the card and leave it in the circulation box for his center. Reference materials are not checked out for longer than an overnight period. They may be taken at the close of school on one day and returned at the time of the opening of school the following morning. Or they may be taken to the learning center for a specified time when there is a need and returned at the close of that class period.

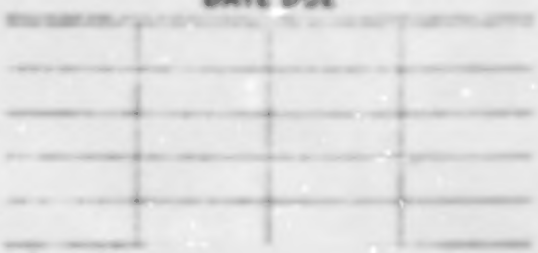
SMALL GROUP AND INDIVIDUAL STUDY AREAS --- PERIODICALS

Periodicals (magazines and newspapers) are arranged alphabetically by title on racks provided for this purpose. The current issues do not circulate but are read and enjoyed in this area of the media center. Soft furniture, cushions, upholstered benches and bean bag chairs are arranged to form an enticing spot to relax or browse.

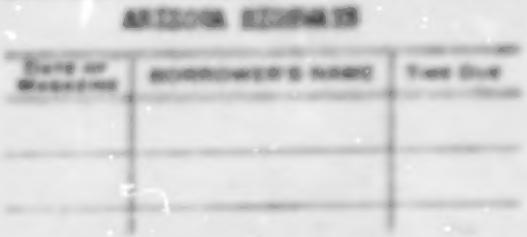
Back issues may be checked out for the length of time the student needs them, usually from one day to one week.

Periodicals are prepared to be checked out by cutting date due slips in half and gluing them to the back of each periodical. About ten cards for each periodical are typed on "magazine charging cards." These supplies may be purchased from any library supply company such as Demco, Gaylord or Brodart.

DATE DUE SLIP



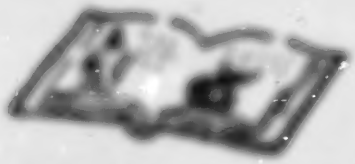
MAGAZINE CHARGING CARD



When a student wishes to check out a periodical he selects the proper card (title of periodical has been typed on the card) from an alphabetically arranged by title assortment of cards. He signs the card with his first name, last initial, and teacher's number. He then adds the date of the periodical in a column provided for that purpose. The student then decides what day he will return the periodical. He writes this date on the date slip on the back of the item, and drops the periodical check-out card behind the corresponding date in the circulation box. Each morning it is necessary to remove from the periodical circulation box all charging cards that have accumulated behind that date at the close of the day.

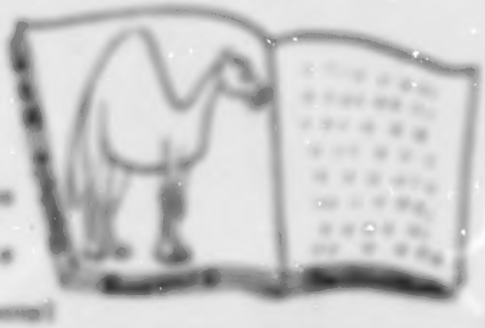
overdue notices need to be sent to all students who have not returned the periodicals that are due.

This close follow through is necessary, particularly in an elementary school as title traps are small and periodicals can get lost beneath other materials, or pushed to the back of the desk and forgotten. They are soon lost from circulation and use if this maintenance factor is overlooked.



SMALL GROUP OR INDIVIDUAL AREAS AND PROVISIONS
FICTION BOOKS AND NON-FICTION BOOKS

The library section of the Media Center contains a book collection which stresses books of lasting value. A new book collection should be selected from recognized, basic lists. These books meet the needs of young people for relaxation and enjoyment and for a search for knowledge. Additional books are added for their literary values and for the needs of the curriculum and the interest of the children. As each book is added to the collection it should be carefully screened by the media coordinator for content which might be objectionable to the mores of the community or school.



It is then essential that the media coordinator introduce the books to the users and help them to familiarize themselves with what is available in the media center. This can be done through displays, book talks, and personal orientation and help. Unless young people accidentally stumble on good choices, they have no means of knowing the interesting books that are available if these are not brought to their attention. It is necessary for the media coordinator to read widely, for one cannot sell mass mores unless he is familiar with them. The broader the media coordinator's knowledge of a book collection, the more effectively the media

[illegible] the needs of individual children and guides them into books that relate to their needs and interests. This ability to help individuals implies that the teacher [illegible] aware of the reading level of the child and that she is [illegible] to meet or challenge this level.

Books are ordered from many sources. Local salesmen and publishers have [illegible] catalogs and book lists, including the award winning books for each year, [illegible] to each school. It is necessary to read instructions thoroughly [illegible] catalog as options for ordering can be achieved.

In preparation for adding books to the [illegible] books needed, it is necessary to do the following:

1. Ordering: Requests for particular books are accepted at any time during the year from both faculty and students. Information is also [illegible] subject areas. In order get books ordered in decided award winning books for the current year and especially [illegible] ordered if they meet the standards of the media center. [illegible] letters of the media center books are ordered according to [illegible] circulation cards. It may be necessary to add more duplicate books than fiction books, etc.

Books are ordered from current catalogs supplied by many book companies. It is necessary to read instructions thoroughly in each catalog as suppliers differ in services given and options for ordering can be achieved.

It is necessary to set up a standard form for identifying books, following the format of that form whenever possible. The form which is duplicated because it accompanies the books physically both for circulation and for inventory is:

Call Card: "P" and 3 letters author's name
Pocket Card: "P" and 3 letters author's name

[illegible]

[illegible]

[illegible]

off his name on the circulation card. The coordinator then checks the item for any necessary repair before returning it to the storage room. Where pieces of equipment are available in limited numbers such as slide projectors, opaque projectors, portable screens, etc., it is easy, if another person wants the same equipment, to see quickly who has the item checked out and arrange to share its use.

It is advisable to provide a calender where reservations for specific equipment can be made days, weeks, or months in advance. The media coordinator checks this calendar daily, transfers the requests to the circulation cards and delivers the equipment to those who have reserved it.

Equipment that has been assigned permanently to the learning centers is used freely by the students. If a student wishes to take a piece of this equipment home over-night for additional study, he signs it out with his home-base teacher. She accepts the responsibility for its return.

There are times when additional equipment is necessary to be taken from the media center for student use, either at home or in the building. In this case, students fill out an Equipment Check-Out Form (printed on deep yellow paper for easy identification). Equipment may be checked out for three days counting the check-out day and the return-day. Example:

OAKDALE SCHOOL
STUDENT EQUIPMENT REQUEST

EQUIPMENT_____ NUMBER_____

DATE TAKEN_____ DATE DUE_____

STUDENT'S NAME_____ PHONE_____

HOME BASE TEACHER_____

The filled-out form is clipped to the circulation card for the item requested. These cards are filed behind the date they are due in an equipment check-out box. When the equipment is returned the circulation card is returned to its place in the circulation file and the request form is left with the piece of equipment until it has been checked for necessary repair. If damage

beyond the normal wear is found, the student is notified. Otherwise the circulation is recorded and the request form destroyed.

When equipment needs to be repaired a work order is typed by the school secretary stating the work which needs to be done. This is attached to the item which is picked up, or returned, twice weekly on a regularly scheduled service and repaired at the district instructional media center.

It is necessary to check the equipment being sent for repairs to see if the non-functioning is being caused through lack of skill of the operator. Or, it may be some minor repair which the media coordinatior can perform at the school.

In addition to the perpetual instruction and help in using and caring for equipment, there is near the beginning of each year a concentrated form of instruction to aquaint new teachers with the type of equipment in the building and to refresh for all users the knowledge and usage of equipment and materials which are available in the media center.

This is done by walking the faculty through the center and showing them where each type of material and equipment is stored. Guidelines for checking out and recurning items are given at this time. A review of media center policies and instructions is necessary each year for all students and faculty. Printed sheets which can be posted in learning centers and discussed with the students are helpful.

26-27-28

PROFESSIONAL AREA AND PROCEDURES

Professional materials need to be provided for the use of teachers and teaching teams. Most of this is purchased through the textbook budget and is kept in individual learning centers, but general materials, useable by more than one learning center circulate through the media center.

A library of educational books, instruction and philosophy, is provided for faculty use. This also includes periodical subscriptions to educational magazines and pamphlets. This collection is prepared for maintenance and circulation in the same manner as other collections in the IMC. It is shelved in an area near to the production room where it is readily accessible.

Near this space is the processing area and office used by the IMC coordinator. Teachers need to be encouraged to use the IMC facilities to make their own cassette recordings, slides from worn filmstrips, laminating and mounting of pictures for classroom use, etc.

Also available for faculty and trained student use is a dark room with enlarger and materials necessary for photography production.

OAKDALE SCHOOL ADAPTATIONS OF THE STATE GUIDE

CATALOGING AND INVENTORYING INSTRUCTIONAL MATERIALS IN UTAH SCHOOLS
(4th Edition)

PAMPHLETS AND CLIPPINGS

Pamphlets are filed in hanging folders, in vertical file, by subject heading, using Sears List of Subject Headings. Each pamphlet is numbered consecutively behind the subject. As many hanging folders as are necessary may be added as the pamphlet collection is increased. By filing pamphlets in hanging folders it is not necessary to sort them by size. Several pamphlets in the same subject can be placed numerically in the same folder.

A circulation card and pocket are typed and attached to each pamphlet. "See" cards for each subject heading are filed in the card catalog. Subject main entries are also filed. A shelf card is made for each subject heading. Three or four numbered pamphlets can be recorded on one shelf card. When a pamphlet is lost or with drawn, the shelf card record is so marked.

Example on Next Page.

SHELF CARD

FLOWERS

PAM Flowers F-1 — Flowers of the woodland. by John Pace. Great Basin Botany Club, 1964, 32p. illus.

PAM Flowers F-2 — Children's handbook of wild flowers. Out door hobbies, Inc., c. 1968. 48p. illus.

PAM Flowers F-3 — Flowers above timberline. Rocky Mountain Nature Club 1965. 13p. illus.

PAM Flowers F-4 — Flowering Ferns of the coastal ranges by Phyllis E. Johnson. California Wildlife Protection Assn., 1953 32p. illus.

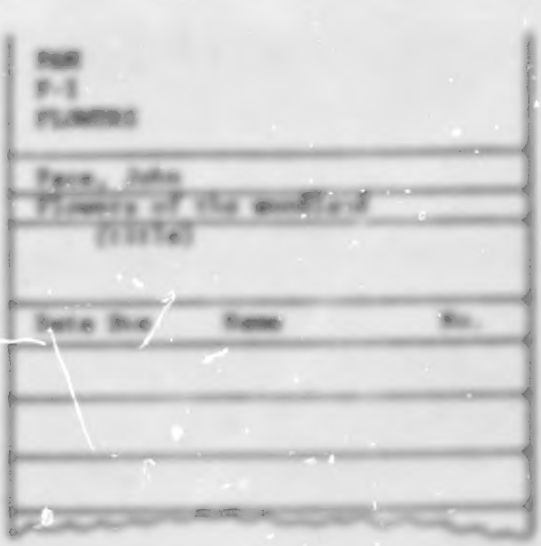
SEE CARD

PAM BIRDS
See
Pamphlet file under subject heading:
BIRDS

SEE ALSO CROSS REFERENCE CARD

PAM BIRDS
See also
SPARROWS
CANARIES
ROBINS, and the names of other birds.

PAMPHLET
CIRCULATION
CARD



SETS OF SIMILAR ITEMS (p. 28 Share Guide)

Sets of similar items are kept in envs and marked with the abbreviation of the contents in all letters on the upper left hand corner of the catalog cards. A set of materials is listed as a multi-media kit only when there are more than two types of media included.

Sets of items are identified thus:

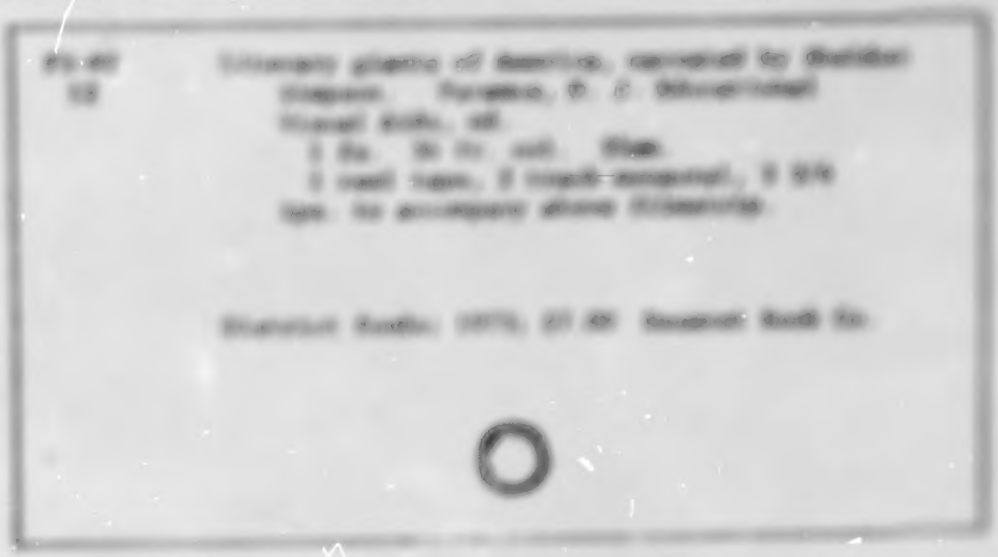
Filmstrips and Cassette Tapes:	FS-CT 1	FS-CT 2	FS-CT, etc. 3
Filmstrips and Reel Tapes:	FS-RT 1	FS-RT 2	FS-RT, etc. 3
Filmstrips and Records:	FS-RD 1	FS-RD 2	FS-RD, etc. 3

These are cataloged on red bordered cards as are all filmstrips. The total number of reel tapes, cassette tapes, or records in each set is listed on the shelf card, catalog cards, check out card, and pocket. This is essential for inventory

purposes and for the checking of materials being returned.

Shelf cards for these items are filed with the discharge shelf cards but separated into categories. That is, the first section would be single discharge, then discharge and recovery tapes, discharge and records, and last, discharge and reel tapes.

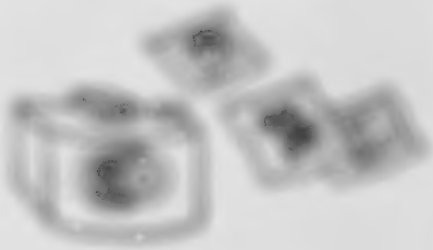
The total number of discharge can be counted from these shelf cards. It is necessary to place a SS card with the shelf cards for the single records, records tapes and reel tapes or other items. This card records the suffix coordinates to count the numbers of each of these items that are included in sets. Thus, the (1)(3) SS plus the numbers of that item included in the sets would give the total discharges


Literary giants of America, narrated by Sheldon
Simpson. Pompano, Fl. : Educational
Visual Aids, c1
1 fa. 16 fr. col. film.
1 reel tape, 3 track-monaural, 3 3/4
ips. to accompany above filmstrip.
Student Guide; 1973, 27.00 Teacher Guide 5.

If desired, for quick inventory purposes, the number of filmstrips and tapes could be added in the upper right hand corner of the shelf card.

[illegible] are processed according to the instructions in the field "identifying and interpreting instructional materials in high schools" with the exception that records are divided by curriculum subjects as well as being ordered numerically. This order is possible so that records in the same subject areas in the same location. The following designations are used:

[illegible]



[illegible]

[illegible]

[illegible]

[illegible]

[illegible] are processed according to the instructions in the [illegible] fields, "identifying and interpreting instructional materials in high schools." These [illegible] are united with the abbreviations so as to associate that recorded [illegible] to background for the same identification.

Recorded [illegible] are to be identified with a description card put under [illegible] in the container for the tapes. It, in subsequently divided since the [illegible] recorded sessions put [illegible] have been provided, a card to [illegible] for each [illegible]. The [illegible] card is then dropped into the slot with the tape. When a person checks out the tape to play the tape, the tape put inserted in [illegible] on the card provided. The card is left in the slot. When he returns the tape, the person who checked out the tape removes his card from the card. A [illegible] the [illegible] put card in the slot where the tape belongs, thereby also alerting to use the same tape that can also be in use [illegible] process to check out the

[illegible]

[illegible]

[illegible]

[illegible]

MEDIA CENTER AIDES
(Mediateers)

1. With the approval of the principal and the teachers involved, Mediateers are selected from the fifth and sixth grades.
2. Since these students are media assistants, they must be students who are well advanced in their work and able to be absent from class about one and one-half hours every other week.
3. In an open school, where one subject is taught at the same time by an entire learning center, Mediateers usually come during the Language Arts Period. Two students are in the Center at one time and their turn comes every other week.
4. In a school that is not team teaching, individual teachers may be assigned one day a week when two of their students at a time will come to the IMC for about an hour period. If the students are coming in classes, the time that their class comes to the Center should be included in the time that the helpers are assisting.
5. In addition to the in-school time of service, one or two periods a week, either before or after school, or during a time that is convenient for all concerned may be added for the Mediateers to plan additional activities, or receive instructions.

Special activities of the Mediateers could include:

(a) Story telling programs

(b) Story telling exchange days

(c) Equipment Instruction Needs

(d) General planning

(e) Explanation and assignment of the work to be done

(f) Original poetry program

(g) Media fair

MEDIATEERS DUTIES IN THE IMC

1. WORKING AT THE CIRCULATION DESK.
2. PUTTING DAILY CIRCULATION IN ORDER, COUNTING, RECORDING, INTERFILING.
3. DOUBLE CHECK BOOK-CARDS BEFORE SORTING TO RE-SHELVE.
4. SORTING AND CHECKING-IN BOOKS
5. PASTING POCKETS AND STAMPING NEW BOOKS
6. PRELIMINARY SORTING OF BOOKS FOR SHELVING.
7. ALIGNING BOOKS ON THE SHELVES
8. PULLING OVERDUE CARDS AND SENDING OVERDUE NOTICES
9. PULLING CARDS FOR WITHDRAWALS
10. FILING CARDS "ABOVE THE ROD"
11. HELPING OTHER STUDENTS IN THE IMC TO OPERATE EQUIPMENT
12. CHECKING FILMSTRIPS BEFORE PUTTING THEM AWAY.
13. STAMPING PERIODICALS. CHECKING IN NEW ARRIVALS
14. MAKING DISPLAYS FOR THE IMC
15. SHELVING ALL FICTION AND BIOGRAPHIES
16. ALPHABETIZING NEW CATALOGING CARDS.

MEDIATEERS ACHIEVEMENTS

1. I have read 25 or more books. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26. Total Books Read ☐
2. I have read 10 or more Caldecott winning books. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, Total Books Read ☐
3. I have read 2 or more Newbery Award Winning Books. 1, 2, 3, 4, 5, 6, 7, 8, Total Books Read ☐
4. I have made a transparency and used it with an overhead projector. ☐
5. I have written and illustrated an original poem. ☐
6. I have read or told a story to an audience. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. ☐
7. I have used an opaque projector to make a book poster. 1, 2, 3, 4, 5, 6, 7, 8. ☐
8. I have recorded a poem or story on a tape recorder and played it for an audience. ☐
9. I have used a filmstrip player for a science report. ☐
10. I have used a cassette tape to gain information for a report. 1, 2, 3, 4, 5, 6 ☐
11. I have used a study Mate Projector with a cassette and filmstrip combination. ☐
12. I have used a Dukane Projector and showed someone else how to use it. ☐
13. I know how to thread and operate a movie projector. ☐
14. I know how to use the card catalog. ☐
15. I know how to sort catalog cards to the third letter. ☐
16. I can file cards above the rod. ☐
17. I can find and operate all media in the center without help. ☐

LET'S HAVE A MEDIA FAIR

A media fair is an experience in becoming familiar with all types of materials and equipment. It is a golden opportunity to acquaint all students and faculty with the materials and equipment available for their use.

Plan the fair by assigning two students to each item, print or non-print, to be displayed. Have them prepare a presentation about the selected media: practice and demonstrate their material before a live audience before making the actual presentation. This can be a session with all of the Media Aides becoming an audience and watching the two students who are performing. The Aides can critique each other on their performance and at the same time be learning skills necessary for media center functioning.

As the entire school comes to the fair they see the ease of operation of the various pieces of equipment and they have a desire to utilize materials. For best results, divide the viewers into small groups and have them sit in front of the demonstrations. The Fair, to be of optimum value needs to be a learning experience, not only an exposition.

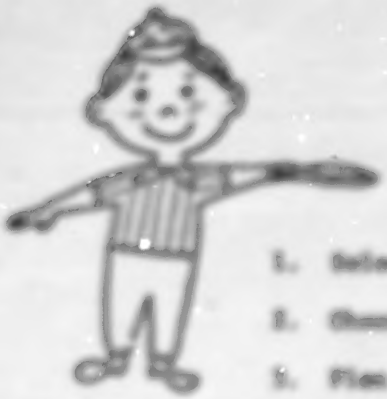
MEDIA FAIR OBJECTIVES

1. Participants will be able to locate and operate all instructional media without assistance.
2. Participants will tell others how particular piece of equipment operates and demonstrate its functions, including care and handling.
3. Observers will be aware of the type and kinds of media available for their use.
4. Observers will feel the ease of operation of the media.
5. Participants will assist others in their learning centers to use media correctly and effectively.
6. Participants will learn to be punctual, to develop responsibility, to organize and be responsible.

LET'S HAVE A MEDIA FAIR

GENERAL PROCEDURES

1. Participants in the fair will be those students from the fifth and sixth learning centers who are well enough prepared in their daily assignments to assume this additional responsibility and who volunteer for the task.
2. Additional students may be used from the fourth learning center with the prior teacher approval. These students are to demonstrate particular media being used in their own center, or as assistants to the fifth and sixth grade helpers.
3. Participants will be assigned a particular type of media to demonstrate. Two students should be assigned to each station, either hardware or print materials.
4. A date for the fair should be selected and periods during the day assigned for the rotation of visiting classes. The Fair should continue into the evening for parents and patrons to attend.
5. A film and tape presentation of the general facilities and functions of the IMC will be shown at intervals throughout the Fair with students operating the equipment.
6. Printed programs showing the traffic flow and procedure for viewing exhibits will be available for each class group and adult patron.
7. Identification badges will be worn by the participants.
8. Invitations will be sent to those outside of the school boundaries who might be interested in attending.
9. P.T.A. will be asked to assist with serving refreshments during the after school viewing time.



[redacted]

1. Select the item you wish to tell about and demonstrate.
2. Choose another person who would like to work with you.
3. Plan where you will be stationed.
4. Decide how you will give your demonstration. What will you say? How will you advertise?
5. Be prepared to tell an audience:
   a. The name of your media.
   b. How it works, the parts of it, the buttons you push, lights that go on, etc.
   c. How you use this item.
   d. Actually use the piece of equipment. Show a filmstrip, play a cassette, tell a story, mount a picture, record your voice and play it back, show a film loop, etc.
   e. Answer the questions the audience might ask.
   f. Smile. Be happy. Enjoy yourself.

[redacted]

Record players, Models, Books, Cameras, Lettering Devices, Pictures, Information file, Video Tape Recorder, Maps, Clothes, Transparencies, Overhead Projectors, Filmstrip Projectors, Card Catalog, Charts, Tape Recorders, Periodicals, Viewers, Filmstrip and cassette players, Motion Picture Projector, Language Master, Typewriters, Dry Mount Press, Slide Projectors, Non-Fiction and Reference Books, Easy Books, Readers and Caldecott Winning Books, Fiction, etc.

46

[redacted]

Recently ten fifth grade girls were sitting at a table in the Radio Center. One said to the other, "I know that an always will take place in Radio Center, but often our teachers will say, 'Take this to the I.M.C.' or 'Go to the I.M.C.'. What does the 'C' stand for?"

The other girl replied, "I don't really know. 'M' stands for Radio and 'C' for Center. I guess the 'C' must stand for 'Instructional Radio Center.'"

We would hope that as far as children are concerned this terminology will always be true. The IMC can be an instructional Radio Center as far as adults are concerned, but it is far more rewarding if students view it as an instructional media center.

For when a place is interesting and exciting, work and learning, both children and adults utilize the facilities. There seems to be a chemistry, a spark, a glow, a welcome, an invitation, a desire to serve that emanates from every interesting-instructional Radio Center.

This is achieved by providing the physical plant and atmosphere for services so that the functioning becomes a principal service of record keeping as described in Phase I - "Specifics of Radio Philosophy" on page three of this paper.

The instructional Radio Center is the heart of the instructional program and is not only an equipment and materials center, but is the data depository of wide copies of the school. It is essential that the IMC specialist is completely involved in cooperative working relationships with all other members of the instructional staff. The IMC staff must be well acquainted with the nature and purposes of modern education and must share in all professional in-service activities. This includes classes conducted after school hours which have been structured by the principal or director concerned.

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]